



## **CIEE Seville, Spain**

<b>Course title:</b>	Spanish for the Health Professions
<b>Course code:</b>	SPAN 4007 CSCS
<b>Programs offering course:</b>	Advanced Liberal Arts, Business and Society, Communications, New Media and Journalism Spanish, Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Fall 2023

### **Course Description**

This is an advanced course for students who wish to develop the necessary skills and knowledge to progress in the specific area of Spanish health vocabulary, or to work in the healthcare sector in Spanish. It includes the syntactical and lexical structures and communicative content, and techniques that cover all areas related to health: the definition of health, open institutions, closed institutions, professional outcomes, internal medicine, surgery, medical specialties, first aid, etc.

### **Learning Objectives**

By completing this course, students will:

- Integrate and produce oral and written messages within the area of health sciences, such as briefs, reports, medical histories, diagnoses, etc., with ease and efficiency, internal unity, and without noticeable error
- Manage to understand the content of informative and specialized texts and know the pragmatic and socio-cultural aspects necessary to correctly and appropriately interact with native Spanish-speaking patients

### **Course Prerequisites**

This course is intended for students who wish to study the field of health sciences in Spanish in depth. 4 semesters of college-level Spanish (or equivalent). Students need to have a GPA of at least 2.5.

### **Methods of Instruction**

In each unit, we will focus on the development and acquisition of four skills:

- **Oral expression and comprehension:** short dialogues, dramatizations, information gaps and open activities, such as debates, videos, case studies, oral presentations that are relevant to and motivating for the student.
- **Written expression:** through prepared and open-practice activities, students will practice the techniques of preparing sheets, reports, medical histories, and other texts related to health.
- **Reading comprehension:** using informative and specialized texts and authentic materials, students will carry out activities after the reading.

The practical activities will take place both inside and outside of the classroom. Activities in the classroom (dialogues, dramatizations, debates, videos, case studies, oral presentations) will facilitate the development of student's linguistic tools (physiology, pathology, diagnosis, therapy, etc.) and necessary pragmatics (questions to obtain information about the cause of the pain, advice, how to calm a patient, etc.) to interact correctly and appropriately with native Spanish-speaking patients. During the course, students will attend talks and debates given by guest speakers and will visit clinics and hospitals. As part of the class work, students will give oral individual presentations and complete a final project in the form of an oral group presentation. To evaluate the progress of the students, there will be a midterm and a final exam.

### **Academic Honesty**

Students are expected to act in accordance with their university and CIEE's standards of conduct concerning plagiarism and academic dishonesty. Use of online translators for work in Spanish will result in an automatic failure.

### **Linguistic Resource Center**

Students are encouraged to use the Writing Center for help with class activities as well as for the final essay.

## **Assessment and Final Grade**

1.	Three Assignments	15%
2.	Midterm Exam	25%
3.	Final Exam	35%
4.	Oral Presentation and Final Project	15%
5.	Participation	10%
	TOTAL	100%

## **Course Requirements**

### **Three Assignments**

Assignments 1, 2 and 3: Content (ideas, development) organization, (coherence and cohesion), grammar (correction, grammar, varied structures) and vocabulary (varied lexical).

### **Midterm Exam**

### **Final Exam**

The midterm and final exams will consist of written responses (reading comprehension, morph-syntactical and lexic-semantic and production of written) in which the student should apply all pragmatic, communicative, functional, lexical, and grammatical knowledge acquired throughout the course.

### **Oral Presentation and Final Project**

Structure (title and introduction, development), content (clarity, order, selection of idea, examples, and documentation), linguistic competency (pronunciation and fluidity, grammar and vocabulary), relation to the audience (interaction, interest and comprehension of the material).

### **Participation**

Attendance and punctuality, interest, and active participation in class and in out of class activities, completion of assigned work (compositions), and oral presentation.

## **Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

## **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

## **Weekly Schedule**

### **Week 1**

Class: Course introduction. Objectives, content, methodology, grading.

- **Topic 1, Health:** 1.1. The definition of health. 1.2. Health people and healthy life. 1.3. Life expectancy and quality of life.
- Reading: (Temas de salud, 2009: 9-14)
- Resource: Advices for a healthy life: <https://www.youtube.com/watch?v=InNjWp2eD2Q&t=5s>
- Practices of oral presentations: Advice for a healthy life.

### **Week 2**

Class: Topic 1, Health: 1.4. The science of medicine.

1.4.1 Origins of medicine. 1.4.2 The Hippocratic Oath. 1.4.3 Notes on current medicine. 1.5. Pain. 1.6. Healthcare. 1.6.1 Definition and classification. 1.6.2 World Health Organization (WHO). Compulsory activities.

- Reading: (Temas de salud, 2009: 15-24).
- Resource: Medical consultation: <http://www.rtve.es/alacarta/videos/centro-medico/centro-medico-08-02-18-2/4468221/>
- Dramatizations of videos (Doctor/patient dialogue),
- Assignment 1: Doctor/patient dialogue

### **Week 3**

Class: Topic 2, Open institutions. Clinics:

2.1. Primary healthcare. 2.2. The health center/clinic. 2.3. Primary health team. 2.4. Family medicine and the family physician. 2.5. The quality of primary healthcare. Compulsory activities.

- Reading: (Temas de salud, 2009: 25-38).
- **Topic 3, Closed institutions. Hospital Centers:** 3.1. Discharge from the hospital. 3.2. Hospital administration. 3.3. Admission services. Compulsory activities.
- Reading: (Temas de salud, 2009: 39-54)
- Turn in Assignment 1

### **Week 4**

Class: Topic 5, Medical Specialties (I)

5.1. Ophthalmology. 5.1.1. Ocular disorders and their classification.

5. 1.2. Amblyopia. 5.1.3 Cataracts. 5.1.4 Glaucoma.

- Reading: (Temas de salud, 2009: 71-80).
- Out of Classroom activity: Visit the Macarena Hospital.
- Return Assignment 1.
- Composition 2: What happened on the visit to the Macarena Hospital Macarena?

### **Week 5**

Class: Topic 5, Medical Specialties (I)

5.2. Otolaryngology. 5.3. Pneumology. 5.3.1 Asthma. 5.4. Dental Medicine. Compulsory activities.

- Reading: (Temas de salud, 2009: 81-90).
- **Topic 6, Medical Specialties (II):** 6.1. Cardiology. 6.2. Digestive apparatus. 6.3. Nephrology and Urology. Compulsory activities.
- Reading: (Temas de salud, 2009: 91-104).
- **Topic 7, Surgery:** 7.1. History of Surgery. 7.2. Operations. 7.3. Anesthesia. 7.4. Surgeons. 7.5. On the surgical floor of the hospital. Compulsory activities.

- Reading: (Temas de salud, 2009: 105-118).
- Turn in Assignment 2

## Week 6

Class: .

- Return Assignment 2.
- Review weeks 1,2,3,4,5.
- Preparation midterm exam.

### MIDTERM EXAM

## Week 7

Class: Oral presentations (medical specialties).

Assignment 3: Divulgate essay of medical specialties.

## Week 8

Class: Topic 4, Urgent Care

4.1. Emergencies. 4.2. Emergency service area. 4.3. MRI and ER service.

4.4. First Aid. Compulsory activities.

- Reading: (Temas de salud, 2009: 55-70).
- Resources:
  - Urgency: <https://www.youtube.com/watch?v=hPmJ7S9z59c>
  - Emergencies: <https://www.youtube.com/watch?v=8X3hq7nHv8o>
- Dramatizations of videos: (Situations: services of Urgency)
- Turn in Assignment 3.

## Week 9

Class: Topic 8, Mental Health Disorders

8.1. Definition. 8.2. Classification of mental disorders. 8.2.1. Mood disorders. 8.2.2 Schizophrenia. 8.2.3. Anxiety disorders. 8.2.3.1 Phobias. 8.2.3.2. Obsessive Compulsive Disorder (OCD). 8.3. Child psychology. 8.4. Mental Health Professionals. Compulsory activities.

- Reading: (Temas de salud, 2009: 119-134).
- Resource: Depression: <https://www.youtube.com/watch?v=d0PrRzrsKew>
- Professor of Personality of the Faculty of Psychology at the University of Seville: Conference (Disorders Personality).
- Return Assignment 3.

## Week 10

Class: Final project: Plan a public health campaign.

1. Current status (causes, risks and effects).
2. Message from the campaign (necessary measures for improvement).
3. Target audience of the campaign.
4. Broadcast media plan (posters, television ads, etc.). Compulsory activities.

- Reading: (Temas de salud, 2009: 165-174).
- Resources: Health campaign:
  - <https://www.youtube.com/watch?v=Olde7fwjnIU>
  - [https://www.youtube.com/watch?v=lw\\_ny3ILWTY](https://www.youtube.com/watch?v=lw_ny3ILWTY)

## Week 11

Class: Review weeks 7,8,9,10.

Preparation final exam.

Activity: Group preparation for final project.

## Week 12

## **FINAL EXAM**

### **Course Materials**

#### **Readings**

#### ***Readings***

De Prada, Marisa; Marcé, Pilar; Rosa de Juan, Carmen; Salazar, Dánica. Temas de salud, Español de las Ciencias de la Salud. Edinumen, Madrid 2009.

#### ***Recommended Materials***

- Ortega Hernández, M<sup>a</sup> del Pilar. Spanish and the Medical Interview: A Text Book for Clinically Relevant Medical Spanish. Elsevier, Philadelphia, 2007.
- Thomas P. Kearon and María Antonia DiLorenzo-Kearon. Medical Spanish: A Conversational Approach. Boston, Massachusetts, 2000.
- Rios, Joanna and Fernández Torres, José. Complete Medical Spanish. McGraw-Hill, New York, 1990.
- William C. Harvey, M.S. Spanish for Health Care Professionals. Barron's, USA, 2008.
- Keckian, Claudia. A. Quick and Easy Medical Spanish. McGraw- Hill, USA, 2006.
- Glenn T. Rogers, MD. Medical Dictionary. McGraw- Hill, USA, 2007.